



*8th International Conference on TESOL:
ELT IN THE 21ST CENTURY: CHALLENGES AND OPPORTUNITIES*

Date: Thursday, Aug 10, 2017

Time: 15:40-16:10

Presenter/s: **Mr. NGUYEN Chi Duc, Ms. LUONG Quynh-Trang,
& Mr. PHAM Xuan-Tho**

Bio:

Ms. NGUYEN Chi Duc (BA honour in TEFL, Vietnam National University, Vietnam; MA in TESOL, Victoria University of Wellington, New Zealand; PhD in Applied Linguistics, Victoria University of Wellington, New Zealand) has been a teacher of English as a foreign language in Vietnam for over 10 years. His research interests include second language vocabulary acquisition and learning, academic listening, language testing and assessment. His latest publications will be found in the TESOL Encyclopaedia of Teaching English Language edited by J. I. Liontas by the end of this year. Email: Chiduc.nguyen@vuw.ac.nz

PHAM Xuan-Tho (BA in TEFL, Vietnam National University, Hanoi; MA in Applied Linguistics, La Trobe University, Australia) has been a lecturer in English Linguistics at University of Languages and International Studies, Vietnam National University, Hanoi for more than 20 years. His on-going research interests have been in the area of second language acquisition, inter-language phonetics, syntax and pragmatics.

LUONG Quynh-Trang earned her M.A. in TESOL in 2004 and M.A. in Education in 2010 from The University of Melbourne, Australia. She has 17 years of experience teaching English as a second language and ELT Methodology. Currently, she is Head of the ELT Methodology Division at the Faculty of English Language Teacher Education, ULIS, VNU, Hanoi. She has been an author and chief author of the new series of English textbooks for lower-secondary level in Viet Nam. Her interests include ELT methodology, teacher education and teacher professional development.

Title: **Using Retelling as a Listening-Based Output Task to Foster L2 Listening Comprehension and Incidental Vocabulary Uptake**

Abstract:

One way to link English learning in the classroom to the real world is to provide learners with authentic listening materials (i.e., the materials that are originally created for real-life rather than L2-instruction purposes). However, learners often find these materials difficult to understand. Therefore, they need classroom activities that can facilitate their processing of these materials. In the study that we will report further below, we suggest the insertion of a retelling activity as a listening-based output task into a repeated listening cycle. This retelling activity is expected to work as a generative tool to enhance learners' text comprehension (Wittrock, 1991) and a pushed output task to foster their incidental vocabulary acquisition (Swain, 2005). To examine the effect of this retelling activity on text comprehension and incidental vocabulary uptake, we used a mixed within- and between-



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participant classroom experiment. In this experiment, 64 learners of English as a foreign language were required either to (a) watch and take note of the content of a TED Talks video, and then have five minutes to revise their notes before watching this video again ($n = 32$) or (b) follow the same procedure above, but spend the five minutes after their first viewing retelling the video content with an audio-recorder ($n = 32$). Their text comprehension and vocabulary gain were measured respectively by a Yes/No comprehension test and a word-meaning recall test, which were both successfully validated using Messickian construct validity as a theoretical framework and Rasch Model as an analytical tool. As expected, the condition with the inclusion of the retelling activity indeed brought about significantly better text comprehension and larger vocabulary gain than the other condition. This finding provides many useful implications for L2 listening instruction.